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ABSTRACT

Procedures and guidelines for use by visitation teams were developed and field tested to determine appropriate activities for such teams in the evaluation of vocational education programs in Virginia, and to expand and improve the annual local evaluation as a self-evaluation procedure. A review of the literature was conducted to determine the state-of-the-art from which preliminary guides were developed for conducting onsite evaluations. The annual local evaluation guidelines were revised and distributed to all school divisions. The major portion of the report consists of appendixes which contain the project-developed literature review for onsite evaluation, the general outline of activities for visitation team evaluation, the visitation team interview guide, and the annual local evaluation procedures, forms, and guidelines. (NJ)

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FINAL REPORT

Vocational Education Program Evaluation Project

Research Project in Vocational Education
Conducted Under
Part C of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy

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June 1976

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Vocational Education Program Evaluation Project

Summary

The Division of Vocational Education, State Department of Education (DVE/SDE) funded the project, based in the Division of Vocational and Technical Education, Virginia Polytechnic Institute and State University for the period July 1, 1975 to June 30, 1976.

Objectives

The objectives of this project were (1) determine through a state-of-the-art study the current approaches to the use of visitation teams; (2) to develop and field test the procedures and guidelines for use of visitation teams in Virginia; and (3) to continue to expand and improve the Annual Local Evaluation as a self-evaluation procedure.

Procedures

A state-of-the-art study was conducted through a review of the literature to determine the current approaches to the use of visitation teams. From the study, preliminary sets of procedures and interview guides were developed. No field test was conducted as a part of this project since DVE/SDE made available funds beginning with FY77 to support projects within school divisions which would, in effect, field test the materials developed by this project. The procedural booklet and guidelines for the Annual Local Evluation were revised, printed, and distributed in sufficient quantities to all school divisions.

Project Staff

The project director was the only professional staff member. A half-time clerk-typist was hired at the beginning in May to complete the project.

Results and Accomplishments

A review of the literature was conducted in order to determine the state-of-the-art from which preliminary guides were developed for conducting an on-site evaluation. The Annual Local Evaluation guidelines were revised to more closely conform to the major goals of vocational education as set forth by the DVE/SDE.

Evaluation

No third party evaluation was required. The staff of the Divisions of Vocational Education and Educational Research and Statistics, State Department of Education, provided continuous evaluation.

Conclusions and Recommendations

1. The Annual Local Evaluation is providing a workable procedure for local school divisions to conduct an annual self-evaluation of the vocational education programs. This system should be continually evaluated in order to improve its effectiveness.

2. Only a meager beginning was made to develop the procedures necessary to conduct an on-site evaluation by use of a visitation team due to a change from the use of the Annual Local Evaluation as the basic self-study to procedures used by the Southern Association. Considerable work is yet required to fully operationalize these procedures.

THE PROBLEM

Schocl divisions of the Commonwealth of Virginia are required to revise and update annually the five-year school improvement plan. Systematic program evaluation in the foundation upon which program planning is built. Local self-evaluation and use of a visitation team are the major components of a systematic program evaluation. The basic procedures for conducting a systematic local self-evaluation have been developed. This research project was concerned with determining the appropriate activities of a visitation team and developing related guidelines.

BACKGROUND INFORMATION

Initial work on developing a systematic local evaluation procedure began in January 1973. A self-evaluation procedure was developed and field tested in four school divisions in the spring of 1973. Revisions were made based on the field test and recommendations of such groups as the DVE/SDE staff and local directors of vocational education. Statewide implementation of the revised procedure - Annual Local Evaluation - took place in April 1974 on an optional basis. Sixty-eight school divisions evaluated their vocational education programs or a portion thereof, during the spring of 1974 using the Annual Local Evaluation procedures. The results and experiences from these school divisions served as the basis for another revision and some expansion of the evaluation procedure. All school divisions in Virginia have been requested to incorporate the Annual Local Evaluation procedure into their evaluation of the vocational education programs in the spring of 1975.

Self-evaluation as outlined in the Annual Local Evaluation provides for teachers and supervisors to have direct input into the evaluation process. Students, former students, employees, and other lay persons of the community

participate actively by serving as members of advisory committees. Self-evaluation provides through self-study an inward look at the vocational programs. The information and recommendations resulting from the self-evaluation should be reviewed by persons not directly involved with the vocational education program. This review by a visitation team will verify the self-evaluation and provide additional data and recommendations to the school division for use in planning the vocational education program.

OBJECTIVES

The objectives of this research were:

1. to determine through a state-of-the-art study the current approaches to the use of visitation teams.
2. to develop and field test the procedures and guidelines for use of visitation teams in Virginia.
3. to continue to expand and improve the Annual Local Evaluation as a self-evaluation procedure.

PROCEDURES

A state-of-the-art study was made to determine current approaches to the use of visitation teams. Information gained from this study provided the basis for the development of a preliminary set of procedures and guidelines for Virginia.

The Annual Local Evaluation guidelines were revised based on feedback from the DVE/SDE. After revision the booklet was printed and distributed in sufficient quantities to all school divisions.

PROJECT STAFF

Dr. Donald E. Elson, project director, was the only professional staff member. A clerk-typist (1/2 time) was hired at the beginning of May to provide necessary secretarial assistance.

Qualifications of Project Director

Education:

Ph.D. - Michigan State University, 1972. (Major: Vocational Education; Minor: Administration and Higher Education; Cognate: Research and Evaluation)

M.S. - Kansas State University, 1968. (Major: Agricultural Education)

B.S. - Kansas State University, 1958. (Major: Agricultural Education)

Experience:

Currently Assistant Professor and Coordinator of curriculum and program evaluation in the Division of Vocational Education, Virginia Polytechnic Institute and State University. Principal developer of the Annual Local Evaluation procedure.

RESULTS AND ACCOMPLISHMENTS

A review of the literature was conducted in order to determine the state-of-the-art. Research reports and evaluation documents from states were reviewed. A copy of the report is included as Appendix A of this report.

After completing the state-of-the-art study, a set of preliminary procedures and guidelines were developed. The basis of these procedures was the use of the Annual Local Evaluation as the self-study. DVE/SDE personnel, after study of these procedures decided that the visitation approach should be more in line with the approach used by the Southern Association for accreditation purposes. As a result, considerable work is yet to be done to develop an on-site evaluation procedure for vocational education which will conform to these procedures used by the Southern Association. No field test was conducted. The DVE/SDE has made money available through exemplary funds to assist school divisions in conducting an on-site evaluation for the fall of 1976. This will provide a field test of the work of this project.

EVALUATION

No third party evaluation was required. The staff of the Divisions of Vocational Education and Educational Research and Statistical, State Department of Education, provided continuous evaluation.

CONCLUSIONS AND RECOMMENDATIONS

1. The Annual Local Evaluation is providing a workable procedure for local school divisions to conduct an annual self-evaluation of the vocational education programs. This system should be continually evaluated in order to improve its effectiveness.

2. Only a meager beginning was made to develop the procedures necessary to conduct an on-site evaluation by use of a visitation team due to a change from the use of the Annual Local Evaluation as the basic self-study to procedures used by the Southern Association.

Appendix A

Procedures for On-Site Evaluation
State-of-the-Art

Procedures for On-Site Evaluation

A State-of-the-Art Study

by

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1976

Procedures for On-Site Evaluation
A State-of-the-Art Study

Rationale for On-site Visitation

The question can be asked, who should evaluate? The answer to this question has implications for visitation teams. Proponents of visitation teams claim that someone outside the organization can see problems in a new light and may be able to suggest solutions not seen by those working day-to-day with the problems. Opponents suggest that outsiders may not have sufficient insight into the reality of the problems and, therefore, could antagonize school personnel (Byrnside, 1969).

Verification of information provided by the self-evaluation report and presentation of additional information seem to be two major reasons for the use of visitation teams. Ash (1971:20) adds to this rationale by stating that the purpose of a visitation team is ". . . to evaluate the institution's systems for conducting valid self-evaluation, to verify the extent to which outcomes correspond with need and with stated objectives, and to supplement the Self-evaluation Report with additional data and documentation where needed." The Illinois Office of Education (1975b:8) indicates that the purpose of the visitation team is ". . . to provide a local district with a profile of its total occupational program . . .".

Visitation teams for on-site evaluation of vocational education programs have been used in Tennessee since 1971. These procedures have, " . . . proven to be time-consuming and financially burdensome." (Wallace, 1975:iii) An indepth study was initiated to evaluate the procedures and make recommendations for future evaluation of vocational programs. Wallace (1975) presented the following conclusions as a result of the study in Tennessee:

1. Information obtained from currently used instruments for on-site evaluations by visiting teams was not adequate to be able to determine relative quality of vocational-technical programs.

2. Currently used state evaluation instruments were not definitive or specific enough to identify the same quality aspects of vocational-technical programs as did the Ray Self-Checklist evaluation instrument.

3. Professional vocational-technical educators could not analyze team visit reports and adequately determine the quality of selected vocational-technical programs. State evaluation procedures need to include checklists where more observations could be made.

4. Guidance counselors were less able to identify elements of quality vocational-technical programs than were teachers or principals.

5. Some of the elements on the Ray Self-Checklist overlapped in their interpretation.

6. A panel of experts, unfamiliar with each individual situation and trying to glean information from an on-site team report, was not able to identify outstanding elements of quality vocational programs as easily as the professionals who were closest to the situation.

The major recommendation made by the Wallace study was that instruments should include more quality indicators and should be objective in nature. (1975:12)

Selection of Team Members

The selection of the team leader is of critical importance. The individual selected as team leader should have experience in vocational education and be familiar with the total vocational program, understand the needs of various size schools, and be a competent leader. (Illinois, 1975a)

The team members should represent each vocational area for which preparation is offered, plus, students, administrators, guidance, and other specialized areas related to the vocational program (Ash; Illinois; National Study). The number of individuals on the team varies with ". . . the size of the school, the number of days that will be available for the visit, the amount of experience of visitors, the interest in using the visit as a phase of in-service education, and the willingness of the visitors to work long hours." (National Study) The selection of the team members should be a joint effort between the school and the evaluating agency.

Pre-visitation Procedures

The team leader should call team members together to give them their specific assignments well in advance of the actual visit to the school. If the team members are not experienced, a workshop should be conducted to orient the individuals to the tasks and responsibilities of the visitation team.

The Visit

The most important concept to be kept in mind by the visiting team and all individuals in the school is that the team is not at the school to find fault, but to verify and supplement facts.

Each set of procedures reviewed relied upon a set of guidelines to direct the activities of the visitation team. (Ash; West Virginia; Illinois 1975 a and b; National Study; Tennessee) While these guidelines varied in complexity, all attempted to elicit data and information for making well informed decisions and recommendations.

Summary Conference

The "summary conference" between the team and school personnel was deemed important especially by the Illinois Office of Education. The purpose of this conference is to communicate the team's findings to the school personnel. This meeting also provides an opportunity for the administrators of the school to make known any limitations they may see which would hinder the implementation of the recommendations made by the visitation team.

References

Ash, Lane C. Instruments and Procedures for the Evaluation of Vocational/Technical Education. Washington, D.C.: National Study for Accreditation of Vocational/Technical Education, American Vocational Association. 1971.

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Illinois Office of Education. Team Leader Handbook for Conducting On-Site Evaluations. Springfield: Illinois Office of Education. (no date)

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Wallace, Juanita D. "A Comparison of Procedures for Evaluation of Vocational Education Programs". Research Series No. 45. Knoxville: Tennessee Research Coordinating Unit, University of Tennessee. February 1975.

West Virginia Department of Education. "West Virginia Vocational Education Evaluation System". Charleston: West Virginia Department of Education. (no date)

Appendix B

General Outline of Activities for Visitation Team Evaluation

General Outline of Activities for Visitation Team Evaluation

1. September 15, 1976. All school personnel involved with vocational education will review the 1976 Annual Local Evaluation Report as submitted to the Division of Vocational Education.

   Mutual agreement will be reached between the project director and the Division of Vocational Education as to the persons to be named as members of the visitation team.

2. September 15 to October 15, 1976. Three-hour workshop for the team members will be conducted by personnel from VPI & SU and/or the Division of Vocational Education.

   Project director will complete or have completed the following:

   a. Division Information form - project director
   b. Instructor Information form - all personnel involved with vocational education
   c. Student Information form - all students enrolled in a vocational course.

3. October 15, 1976. Project director will provide members of the visitation team with copies of the 1976 Annual Local Evaluation Report, the current Annual and Five-Year Plan for Vocational Education, summaries of the three forms listed above, and other data and information which will assist the team.

4. October 15 to November 15, 1976. Conduct three day on-site evaluation by visitation. Report will be prepared and reviewed with school personnel during last afternoon of visit.

5. December 15, 1976. Final copy of visitation report prepared by project director and submitted to team leader for his approval. Six copies sent to the Division of Vocational Education.

Visitation Team Interview Guide will be used by team members to study vocational education in division and as a guide as they interview individuals during the visit to the school. Reference data are obtained from the Annual Local Evaluation 1976 Report, the Division Information form (D), the Instructor Information form (I), and the Student Information form (S).

VISITATION TEAM

INTERVIEW GUIDE

Major Goal I

Youths and adults will acquire the skills and knowledge needed for initial and continuing employment or self-employment in occupations of their choice and for which there are employment opportunities and they will also acquire the competencies needed as consuemrs of goods and services, for home and family living, and for personal use.

Objectives of Interview:

1. Determine how many of the five occupational areas are available to students and determine the effectiveness of each area.
2. Determine whether the occupational courses are sequentially structured into occupational programs.
3. Determine if measurable objectives exist for (a) total program, (b) individual programs, and (c) specific courses.
4. Determine the criteria used to identify disadvantaged and handicapped students.
5. Determine what additional services are being provided for the disadvantaged and handicapped students.
6. Determine what provisions are made to insure that students are employable by the time they terminate their formal education either by graduating or dropping out.
7. Determine how knowledgeable students are about the purposes, objectives and activities associated with the occupational program in which they are enrolled.
8. Determine whether the occupational programs offered students adequately prepare them for employment.
9. Determine if the training needs of adults in the community are being met.

Reference Data:

1. Guidelines for Annual Local Evaluation, Part B, Sections 1 and 2, 1976 report.
2. (I-11) Are the occupational courses sequentially structured into a program?

   Yes _____ No _____
3. (I-12) Are there stated and measurable objectives for:

   a. the division's total occupational program

      Yes _____ No _____ Not sure _____

   b. the program(s) in which you teach, administer, or provide guidance

      Yes _____ No _____

   c. the course(s) which you teach, administer, or provide guidance

      Yes _____ No _____ Some _____
4. (I-13) Are you familiar with your institution's plan for identifying disadvantaged and handicapped students?

   Yes _____ No _____
5. (I-14) Are additional services provided for disadvantaged and handicapped students? (other than special education)

   Yes _____ No _____ Not sure _____
6. (S-10) Do you feel your instructor(s) have clearly explained the objective and goals of your occupational course(s)?

   Yes _____ No _____
7. (S-12) Rate your program in terms of preparation for an occupation.

   High _____ Average _____ Low _____
8. (S-13) Would you recommend the occupational program which you are in to a friend?

   Yes _____ No _____

9. (S-14) Do you expect to:

_____ get a job doing what you are learning?

_____ get a job similar to the one you are learning?

_____ continue studying about the same job at another school after graduation?

_____ make little use of what you are learning?

10. (S-15) Would you like to change to another occupational program?

Yes _____ No _____

11. (S-16) Is your preferred program available?

Yes _____ No _____

12. (S-17) Is it possible to change programs if you want to?

Yes _____ No _____

13. (D-6) What percentage of your student population is enrolled in occupational education?

14. (D-7) Refer to enrollment table (item 7) on Division Information form.

Major Goal II

Youth and adults will become aware of employment or self-employment opportunities and requirements for use in making career choice and in determining their education programs.

Objectives of Interview:

1. Determine the availability and quality of the K-8 occupational information program.
2. Determine whether the content of occupational orientation courses (9th and 10th grades) is appropriate for that level.
3. Determine if program and course objectives are communicated to students.
4. Determine who is involved in providing occupational guidance services to students (instructional staff, guidance personnel, etc.).
5. Determine the extent of the following services provided to students:
   a. Availability of current career information materials (guidance office, library, etc.).
   b. Formal placement service (full time or part time employment and advanced training).

Reference Data

1. Guidelines for Annual Local Evaluation, Part B, Sections 1 and 2, 1976 report.

2. (S-11) Do your current occupational courses relate to your chosen career goals?

   Yes _____ No _____ Somewhat _____

3. (S-9) Are you aware of occupational program and course objectives?

   Yes _____ No _____

4. (S-4) Last year I met with a counselor:

   _____ more than 5 times _____ once

   _____ 4-5 times _____ never

   _____ 2-3 times

5. (S-5) I would rate my counselor's knowledge of the world of work as:

   _____ High _____ Below average

   _____ Average _____ I don't know

6. (S-6) I would rate the information I have received from counselors with regard to my future occupation as:

   _____High _____Some _____ None

7. (S-7) Outside of your own personal interest, who encouraged you the most to enroll in the occupational program you are now taking?

   _____ Instructor or administrator _____ Parent

   _____ Guidance counselor _____ None of these

   _____ Friend

8. (D-10) With the exception of cooperative education students, does your division provide placement services for:

   a. Enrolled students Yes _____ No _____

   b. Dropouts Yes _____ No _____

   c. Graduates Yes _____ No _____

Major Goal III

Youths and adults will exhibit pride in work well done; confidence in ability to perform in the world of work; and develop leadership abilities, responsible citizenship, and a realistic self-image in relation to work in their chosen vocation.

Objectives of Interview:

1. Determine the scope, availability and effectiveness of youth organizations in serving students' needs and interests.

Reference Data

1. Guidelines for Annual Local Evaluation, Part B, Section 1 and 2, 1976 report.

2. (S-3) I am a member of a vocational student organization?

_____ No

_____ Yes, meets more than once a month

_____ Yes, meets once a month

_____ Yes, meets 2 or 3 times a semester

_____ Yes, meets 2 or 3 times a year

_____ Yes, meets less than 3 times a year

3. (D-3) Membership in student organizations.

_____ FFA

_____ FHA

_____ FBLA

_____ DECA

_____ VICA

_____ HERO

_____ Other

Major Goal IV

Youth and adults will benefit from programs improved and expanded through ancillary activities, including teacher education, research, guidance, supervision, planning and evaluation.

Objectives of Interview:

A. Research

1. Determine procedures for assessing student needs, occupational interests and abilities and utilizing this information.

Reference Data

1. Guidelines for Annual Local Evaluation, Part B, Section 1 and 2, 1976 report.
2. (I-17) Do guidance personnel and instructors work together in identifying students' needs and interests.

   _____ Extensively _____ Little

   _____ Moderately _____ None

3. (D-4) What is the current unemployment rate for your area? _____
4. (D-5) What is the current youth unemployment rate for your area? _____
5. (D-8) What was last school year's dropout rate for all high school students?_____
6. (D-9) What is the administrator's estimate, by percentage, of graduates what enter:

   _____ four year colleges

   _____ two year post-secondary

   _____ one year post-secondary certificate program

   _____ private career school

   _____ immediate job placement (exclusive of Armed Forces)

Objectives of Interview:

B. Guidance

1. Determine the involvement of guidance personnel in the following:

   a. Occupational advisory committees

   b. Identification of disadvantaged and handicapped students

   c. Participate in the conduct of formalized follow-up studies

   d. Evaluation of guidance services

   e. Development and operation of the K-8 occupational information program.

   f. Conducting inservice programs to acquaint instructional staff with the guidance services available to students.

Reference Data

1. Guidelines for Annual Local Evaluation, Part B, Sections 1 and 2, 1976 report.

Objectives of Interview:

C. Planning

1. Determine who was involved in establishing the total occupational program objectives as stated in the Plan for Vocational Education.
2. Determine what relationship exists between (a) total program, (b) individual program, and (c) specific course objectives.
3. Determine how often the (a) total program, (b) individual program, and (c) course objectives are reviewed for possible revision.
4. Determine if board, administration, advisory committees, students and staff members are knowledgeable about total program objectives.
5. Determine the need for addition, expansion or deletion of occupational programs.
6. Determine the extent of articulation of occupational programs at all levels of education (elementary, secondary, post-secondary and adult).
7. Determine the extent of the coordination of occupational programs, both within and between departments or divisions.
8. Determine the working relationship among all department in conducting a total occupational program.
9. Determine how effectively the following internal resources are utilized in planning, conducting and/or evaluating occupational programs:
   a. Staff
   b. Students
   c. Financial resources

Objectives of Interview: (continued)

C. Planning

10. Determine how effectively the following external resources are utilized in planning, conducting and evaluating occupational programs:

a. Advisory committees

b. Community business and industrial personnel

c. Community business and industrial facilities

d. Governmental and civic agencies (i.e., Illinois State Employment Service, Chamber of Commerce, etc.).

e. Joint agreements and contracts with other public and proprietary institutions.

Reference Data

1. Guidelines for Annual Local Evaluation, Part B, Section 1 and 2, 1976 report.
2. (I-12) Are there stated and measurable objectives?
3. (I-16) Were you involved in planning and/or making changes in your local Division one and five year plan for vocational education?

   _____ Extensively _____ Little

   _____ Moderately _____ None

4. (D-2) Do citizens from your community serve on occupational education advisory committees?

   _____ Yes No _____

   If yes, is there

   _____ one advisory committee for all occupational areas?

   _____ a separate committee for each area?

   _____ both.

Objectives of Interview:

D. Evaluation

1. Determine how programs and courses are measured against their objectives (i.e., by whom, how frequently, etc.).
2. Determine what activities are included in the evaluation system being conducted by the division (i.e., student follow-up, staff evaluation, cost analysis, employer survey, facility assessment, etc.).
3. Determine who is involved in conducting the evaluation system (i.e., teachers, administrators, students, advisory committee members, etc.).
4. Determine how evaluation results are used (i.e., course revision, program revision, modification of instruction, deletion or addition of prgrams, etc.).

Reference Data

1. Guidelines for Annual Local Evaluation, Part B, Sections 1 and 2, 1976 report.
2. (I-15) Which term describes your evaluation system for occupational education?

   _____ Formal _____ Informal _____ None
3. (D-11) Does your school have a formal follow-up program that gives a picture of your entire student body?

   _____ Yes _____ No

   Only occupational students: _____ Yes _____ No
4. (D-12) Do students have an opportunity to formally evaluate their occupational courses and programs?

   _____ Yes _____ No
5. (D-13) Who receives a copy of the Annual Local Evaluation report conducted each spring?_____

Objectives for Interview:

E. Administrative Organization

1. Determine the support for occupational programs by administrators and board members.
2. Determine if the structure for administering occupational programs is functional and understood by all operating within the structure.
3. Determine if job descriptions and roles correspond with the administrative chart.
4. Determine if the authority correlates with the responsibility at the various levels of administration.
5. Determine the effectiveness of vertical and horizontal communication within the administrative structure.

Reference Data

1. Guidelines for Annual Local Evaluation, Part B, Sections 1 and 2, 1976 report.

2. (I-20) Rate your local board's support of occupational education.

_____ High _____ Average _____ Low

Major Goal V

Instructional staff possesses the necessary professional and technical qualifications required to administer and conduct the vocational program.

Objectives of Interview:

1. Determine the general qualifications of occupational staff including:
   a. Education (pre-service and in-service)
   b. Teaching experience
   c. Work experience
   d. Knowledge of the World of Work
2. Determine if a formal system for professional staff development exists which may include provisions for the following:
   a. Periodic work experience
   b. Periodic in-service training
   c. Participation in professional organizations
   d. Contact with employers of students
   e. Visitation to other divisions with similar programs
3. Determine the quality of working relationships between the occupational staff and:
   a. Other occupational staff members
   b. Non-occupational staff
   c. Guidance personnel
   d. Students
   e. Administrators
   f. Local Governing Board
   g. Community business and industrial personnel
   h. Advisory committees

Reference Data

1. Guidelines for Annual Local Evaluation, Part B, Sections 1 and 2, 1976 report.
2. (I-3) Highest earned degree of faculty:

   _____ Less than Baccalaureate _____ Advance Certificate

   _____ Baccalaureate _____ Doctorate

   _____ Masters
3. (I-4) Types of certificates held:

   _____ High school teaching _____ Administrative

   _____ Provisional vocational _____ Counseling

   _____ Supervisory _____ None
4. (I-5) How many years of experience in occupational education have you had?

   _____ 0-4 years _____ 13-16 years

   _____ 5-8 years _____ 16 or more years

   _____ 9-12 years
5. (I-6) How many years of occupational experience outside of education have you had?

   _____ None _____ 5-8 years

   _____ Less than one year _____ 9-12 years

   _____ 1-4 years _____ More than 12 years
6. (I-7) Are you presently a member of a professional organization related to your field?

   _____ Yes _____ No
7. (I-10) Are you currently involved in the leadership of a vocational youth organization.

   _____ Yes _____ No

8. (I-19) Rate the working relationship among occupational instructors across all occupational areas.

_____ High _____ Average _____ Low

9. (I-21) Rate the working relationship between occupational instructors and the following groups.

	High	Average	Low
Academic Instructors			
Occupational program administrators			
Labor and management personnel in government, business, trade, etc.			
State and Local Governmental agencies			

10. (S-8) I would rate my instructor's knowledge of the world of work as:

_____ High _____ Average _____ Low

Major Goal VI

Students have the opportunity to develop the necessary understandings and competencies as prescribed in the program objectives through the use of properly equipped classrooms, shops and laboratories.

Objectives for Interview:

1. Determine the extent to which a multi-media instructional approach is used.
2. Determine if the shop and laboratory equipment are comparable to that used on-the-job.
3. Determine if adequate facilities and equipment are available so that all students have sufficient exposure to and use of the equipment.

Reference Data

1. Guidelines for Annual Local Evaluation, Part B, Sections 1 and 2, 1976 report.

DIVISION INFORMATION

1. Legal Name and Number of your Division _____

_____

2. Do citizens from your community serve on occupational education advisory committees? Yes_____ No _____

   a. If yes, is there:

   _____ one advisory committee for all occupational areas.

   _____ a separate committee for each area? (List the separate occupational areas having advisory committees and the average number of meetings per year for each.

   _____ both

3. Indicate the number of students involved in each occupational organization (club) available to students in your district.

   Name of Organizations

   FFA (Future Farmers of America) _____

   FHA (Future Homemakers of America) _____

   FBLA (Future Business Leaders of America) _____

   VICA (Vocational Industrial Clubs of America)_____

   DECA (Distributive Education Club of America)_____

   HERO (Home Economics Related Occupations) _____

   Other _____

4. What is the current unemployment rate for your area?_____

5. What is the current youth unemployment rate for your area?_____

6. What percentage of your student population is enrolled in occupational education?_____

7. a. Provide the current unduplicated enrollment for each of the occupational areas by grade level for your school. (Make sure that a student is not counted in more than one class.)

	Agriculture	Business	Distributive	Health	Consumer Economics	Occupational Home Economics	Trade and Industrial	Total
8th Grade & Below								
9th Grade								
10th Grade								
11th Grade								
12th Grade								
Senior Intensified								
Continuing (Adult)								

b. Total number of students enrolled in <u>cooperative</u> education programs_____.

8. What was last school year's dropout rate for all high school students?_____

9. What is the administration's <u>estimate</u>, by percentages, of graduates who enter?_____

a. _____ four years of college

b. _____ two years post secondary (include all students committed to transferring to four year programs)

c. _____ one year post-secondary certificate program

d. _____ private career school

e. _____ immediate job placement (exclusive of Armed Forces)

10. a. With the exception of cooperative education students, does your school provide placement services for:

1. Enrolled students Yes _____ No _____
2. Dropouts Yes _____ No _____
3. Graduates Yes _____ No _____

b. Who is responsible for placement and in which department is the placement service located?_____

11. Does your school have a formal follow-up program that gives a picture of your entire student body? Yes _____ No _____

Only occupational students? Yes _____ No _____

If yes to either of the above:

a. How often are follow-up studies conducted?_____

b. Who is responsible for coordinating the follow-up study?_____

_____

c. Are the results of follow-up studies disseminated to the instructional staff? Yes _____ No _____

d. Additional comments: _____

_____

_____

12. Do students formally evaluate their occupational courses and programs? Yes _____ No _____

13. Who receives a copy of the Annual Local Evaluation conducted each spring?

_____

INSTRUCTOR INFORMATION

Personal Information

1. Your present primary position is:

   _____ a. instruction

   _____ b. counseling (advising)

   _____ c. administration

2. If instruction, in which occupational area are you most involved?

   _____ a. not in instruction

   _____ b. industrial oriented

   _____ c. personal and public service

   _____ d. health

   _____ e. business, marketing and management

   _____ f. agriculture

   _____ g. cooperative education

3. Your highest earned degree is:

   _____ a. less than baccalaureate

   _____ b. baccalaureate

   _____ c. masters

   _____ d. advanced certificate

   _____ e. doctorate

4. The type of certificate you hold is: (Mark only one)

   _____ a. high school teaching

   _____ b. provisional vocational

   _____ c. supervisory

   _____ d. administrative endorsement

   _____ e. counseling

   _____ f. none

5. How many years of experience in Occupational Education have you had? (Teaching, Guidance, Administration)

_____ a. 0-4 years

_____ b. 5-8 years

_____ c. 9-12 years

_____ d. 13-16 years

_____ e. 16 or more years

6. How many years of occupational experience, outside of education have you had?

_____ a. none

_____ b. less than one year

_____ c. 1-4 years

_____ d. 5-8 years

_____ e. 9-12 years

_____ f. more than 12 years

7. Are you presentaly a member of a professional organisation related to your field?

_____ Yes _____ No

8. The nature of your last in-service experience was:

_____ a. University course

_____ b. non-credit workshop (University or Business sponsored)

_____ c. non-credit workshop (school sponsored)

_____ d. occupational experience

_____ e. other

9. How long since your last occupational course, workshop, etc., other than local division meetings?

_____ a. less than one year

_____ b. one to two years

_____ c. more than two years

10. Are you currently involved in leadership of a vocational youth organization?

_____ Yes _____ No

Program Information

11. Are the occupational courses sequentially structured into programs?

_____ Yes _____ No

12. Are there stated and measurable objectives for the division's total occupatioanl program?

_____ Yes _____ No _____ Don't know

13. Are you familiar with your institution's plan for identifying disadvantaged and handicapped students?

_____ Yes _____ No

14. Are additional services provided for disadvantaged and handicapped students? (other than special education)

_____ Yes _____ No _____ Not sure

15. Which term describes your local division's evaluation system for occupational education?

_____ a. Formal - a district - wide evaluation system exists which provides information for total program planning.

_____ b. Informal - unrelated evaluation processes.

_____ c. None - no structured district - wide evaluation.

16. Were you involved in planning and/or making changes in your local division's one and five year plan for vocational and technical education?

_____ Extensively

_____ Moderately

_____ Little

_____ None

17. Do guidance personnel and instructors work together in identifying students' needs and interests?

_____ a. Extensively

_____ b. Moderately

_____ c. Little

_____ d. None

18. Rate the guidance personnel's knowledge of occupational course and program offerings.

_____ a. High - very knowledgeable

_____ b. Average - some knowledge

_____ c. Low - little knowledge

19. Rate the working relationship among occupational instructors across all occupational areas.

_____ a. High cooperation

_____ b. Average cooperation

_____ c. Low cooperation

20. Rate your local board's support of occupational education.

_____ a. High - strong support

_____ b. Average - generally supportive

_____ c. Low - little support

21. Rate the working relationship between occupational instructors and the following groups:

A. Academic Instructors

_____ a. High - most cooperate

_____ b. Average - some cooperate

_____ c. Low - few cooperate

21. Rate the working relationship between occupational instructors and the following groups: (continued)

B. Occupational Program Administrators

_____ a. High cooperation

_____ b. Average cooperation

_____ c. Low cooperation

C. Labor and management personnel in government, business, trade, commerce, etc., in the community.

_____ a. High cooperation

_____ b. Average cooperation

_____ c. Low cooperation

D. State and Local Governmental Agencies

_____ a. High cooperation

_____ b. Average cooperation

_____ c. Low cooperation

STUDENT INFORMATION

1. I am enrolled in:

   _____ a. agriculture education

   _____ b. business education

   _____ c. distributive education

   _____ d. health education

   _____ e. consumer home economics

   _____ f. occupational home economics

   _____ g. trade and industrial education

2. The grade I am in is:

   _____ a. freshman (9th)

   _____ b. sophomore (10th)

   _____ c. junior (11th)

   _____ d. senior (12th)

   _____ e. 13th (college)

   _____ f. 14th (college)

3. I am a member of a vocational student organization such as FFA, VICA, FHA, DECA, etc.

   _____ a. no

   _____ b. yes, meets more than once a month

   _____ c. yes, meets once a month

   _____ d. yes, meets 2 or 3 times a semester

   _____ e. yes, meets 2 or 3 times a year

   _____ f. yes, meets less than three times a year

4. Last year I met with a counselor:

_____ a. more than 5 times

_____ b. 4 to 5 times

_____ c. 2 or 3 times

_____ d. once

_____ e. never

5. I would rate my counselor's knowledge of the world of work:

_____ a. High - knows about most occupations

_____ b. Average - knows about some occupations

_____ c. Below average - knows very little about occupations

_____ d. I don't know - never talked about occupations

6. I would rate the information I have received from counselors with regard to my future occupation:

_____ a. High - considerable

_____ b. Average - some

_____ c. Low - little or none

7. In addition to your own personal interest, who encouraged you the most to enroll in the occupational program you are now taking? (Mark only one)

_____ a. Instructor or administrator

_____ b. Guidance counselor

_____ c. Friend(s)

_____ d. Parent

_____ e. None of the above

8. I would rate my instructor's knowledge of the world of work:

_____ a. High - knows about occupations

_____ b. Average - knows something about occupations

_____ c. Below average - knows very little about occupations

9. Are you aware of occupational program and course objectives?

_____ a. Yes

_____ b. No

_____ c. Some

10. Do you feel your instructor(s) have clearly explained the objectives and goals of your occupational courses?

_____ a. Yes

_____ b. No

11. Do your current occupational courses relate to your chosen career goal?

_____ a. Yes

_____ b. No

_____ c. Somewhat

12. Rate your program in terms of preparation for an occupation:

_____ a. High - it <u>will</u> help me find and maintain a job

_____ b. Average - it <u>may</u> help me find and maintain a job

_____ c. Low - it <u>will not</u> help me find and maintain a job

13. Would you recommend the occupational program you are in to a friend?

_____ a. Yes

_____ b. No

14. Do you expect to: (mark only one)

_____ a. Get a job doing what you are learning?

_____ b. Get a job similar to the one you are learning?

_____ c. Continue studying about the same job at another school after graduation?

_____ d. Make little use of what you are learning?

15. Would you like to change to another occupational program?

_____ a. Yes

_____ b. No

16. Is your preferred program available?

_____ a. Yes

_____ b. No

17. Is it possible to change programs if you want to?

_____ a. Yes

_____ b. No

18. Is it possible to change programs at mid year?

_____ a. Yes

_____ b. No

Appendix C

Annual Local Evaluation
for
Vocational and Technical Education

Annual Local Evaluation of Vocational and Technical Education

Procedures and forms for conducting an annual evaluation of vocational and technical education programs

Division of Vocational Education
State Department of Education
Richmond, Virginia 23216

1976

ANNUAL LOCAL EVALUATION
OF
VOCATIONAL AND TECHNICAL EDUCATION

Procedures and Forms for Conducting an Annual Evaluation of Vocational and Technical Education Programs

February 1976

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PREFACE

What is evaluation? There have been several definitions given but one of the better definitions has been stated by Daniel Stufflebeam:

> Educational evaluation is the process of delineating, obtaining, and providing useful information for judging decision alternatives.

It should be stressed that evaluation is for "judging decision alternatives." *Thus, the purpose of evaluation is not to prove, but to improve.*

Who should evaluate? An evaluation ought to be done by those who are responsible for the improvement of the program. Therefore, the teachers, supervisors, and administrators of vocational education with the advice of advisory committees should be the evaluators of vocational education programs.

The procedures incorporated in the Annual Local Evaluation were developed with the above definition and purpose in mind. Every effort is made to provide a systematic, organized approach which will involve all staff members in a school division with responsibilities in vocational and technical education.

Appreciation is expressed to the staff of the Division of Vocational Education, State Department of Education, and to Donald E. Elson, assistant professor and other faculty members of the College of Education, Virginia Polytechnic Institute and State University, who gave their valuable assistance in the development of this evaluation procedure.

George S. Orr, Jr. State Director
Division of Vocational Education

EVALUATING VOCATIONAL EDUCATION

Introduction

The Standards of Quality and Objectives for Public Schools in Virginia, 1974-76 present guidelines for developing the planning capabilities in local school divisions. The following quote is taken from Standard No. 8, Five-Year School Improvement Plan:

> Each school division shall involve the staff and community in revising and extending annually the five-year school improvement plan to be submitted to and approved by the Board of Education on July one, ... (of each year)*. This plan shall include:
>
> a. The objectives of the school division stated in terms of student performance;
> b. An assessment of the extent to which the objectives are being achieved, including follow-up studies of former students; and
> c. Strategies for achieving the objectives of the school division, including an organized program for staff improvement.

A systematic procedure has been developed for evaluating and planning local vocational education programs to assist the localities in meeting this standard. Phase One of the system deals with program planning and requires that the updated five-year improvement plan for vocational education be filed with the Division of Vocational Education on January 15* of each year. Phase Two is concerned with the implementation and operation of the planned vocational education programs. Data are collected in Phase Two by the Vocational Education Reporting System (VERS) to verify the enrollment and operation of the planned programs. Phase Three is the Annual Local Evaluation which is an evaluation of the total vocational education program in a school division and serves as a basis for the school division's update of the five-year plan for vocational education due January 15 each year.

Annual Local Evaluation

The Annual Local Evaluation is a systematic procedure for evaluating the vocational education programs in the school divisions. It is not an evaluation of teachers. The emphasis of the Annual Local Evaluation is on the total offering of vocational education by the school division as well as the various vocational programs. This evaluation procedure considers the three major aspects of vocational education -- occupational preparation (job entry), consumer and homemaking education, and orientation and exploration programs -- while placing stress on the regular, disadvantaged, and handicapped secondary and adult students to be served.

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*The vocational education section is due on the January 15 preceding the July 1 date for the five-year school improvement plan. The Department of Education is currently proposing (subject to General Assembly revision) that the date for submitting the total five year school improvement plan be changed to January 15, effective in 1977, making all plans due on that date, and each January 15 thereafter.

The Annual Local Evaluation assists local school divisions in assessing the major strengths and major weaknesses of the vocational education programs and in making recommendations for program improvement. Since this evaluation takes place many months before the Five-Year Improvement Plan is finalized, the school division is requested to again state the major strengths as a part of the Plan. The major weaknesses should be covered through the objectives and strategies in the Plan.

The Division of Vocational Education suggests the following five major goals for vocational education to the local school divisions. The Guidelines for Annual Local Evaluation - Part A, Curriculum and Instruction are directly related to these goal statements.

Consistent with their abilities, interests, and education needs:

1. Youths and adults will acquire the skills and knowledge needed for initial and continuing employment or self-employment in occupations of their choice and for which there are employment opportunities.

2. Youths and adults will acquire the competencies needed as consumers of goods and services, for home and family living, and for personal use.

3. Youths and adults will become aware of employment or self-employment opportunities and requirements for use in making career choices and in determining their educational programs.

4. Youths and adults will exhibit pride in work well done; confidence in ability to perform in the world of work; and develop leadership abilities, responsible citizenship, and a realistic self-image in relation to work in their chosen vocation.

5. Youths and adults will benefit from programs improved and expanded through ancillary activities, including teacher education, research, guidance, supervision, planning and evaluation.

Since vocational education is the joint effort of State and local educational agencies, a school division can adopt, revise, and/or refine any or all of these goals and can develop other goals in addition to these five goals.

ASSESSMENT OF PROGRESS MADE TOWARD OBJECTIVES

The development of a meaningful five year improvement plan by the local school division requires assessment beyond the scope of the Annual Local Evaluation to fully assess progress made and the remaining local needs in terms of each goal adopted for vocational education.

School divisions are asked to make this assessment of progress twice each year - once at the time the Annual Local Evaluation Report is submitted (covering January to June) and again when the Five Year Improvement Plan is submitted (covering July to December).

An example of the form for submitting this assessment of progress will be found on Page 17. Copies of this form were supplied to the school division at the time this booklet was distributed.

Suggested Vocational Committee Structure

Decisions by committees with individual input by teachers are important in evaluation. The recommendations to be developed by this procedure are based on the work of committees at the vocational department level within a school, at the school level, and at the division level. All vocational teachers will have a direct input by completing the Guidelines for Annual Local Evaluation -- Part A, Curriculum and Instruction. Students, former students, employers, and other lay persons of the community will be active participants in the evaluation of the local vocational education programs by serving as members of advisory committees.

Since school divisions vary in size and organizational structure, the following committee structure for the annual evaluation of the vocational education programs is suggested as a good procedure to consider. School divisions will want to vary the procedure to meet their own individual needs.

Division Vocational Education Committee

Suggested Membership:

- Director of Vocational Education for school division (chairman)
- One teacher from each vocational service
- One coordinator or supervisor from each vocational service
- One member of the Planning Council
- Supervisor of guidance for school division
- Chairman of the Division Vocational Education Advisory Committee

Responsibilities:

- Receive recommendations for improvement of the vocational education programs from the School Vocational Education Committees.
- Study these recommendations, analyze additional data as required, and evaluate the total vocational program.
- Make final set of recommendations for vocational education in the division to the Division Superintendent. Final recommendations should be reviewed with the Vocational Education Advisory Committee.
- Update, annually, the five-year plan for vocational education.

Division Advisory Committee

Suggested Membership:

General Advisory Committee for Vocational Education plus the following if not presently on the committee:

One employed former student from each vocational service

One currently enrolled student from each vocational service

Responsibilities:

Assist and advise the Division Vocational Education Committee

School Vocational Education Committee

A separate committee is needed for each school offering vocational programs in the division. This committee is not necessary in divisions having only one high school.

Suggested Membership:

Head teacher from each vocational department in school (designate one as chairman)

(If school is a Vocational Center, the principal should be chairman)

Coordinator of guidance in school.

One member of Division Vocational Education Committee

Responsibilities:

Receive recommendations from the Department Committees. Study the recommendations, analyze additional data as required, and evaluate total vocational program in school using Guidelines for Annual Local Evaluation - Part B. In schools where use of the Department Committee is not feasible, this committee will assume the duties of the Department Committee (refer to section on Department Committees).

After review by school principal, make final set of recommendations for vocational education in the school to the Division Vocational Education Committee using Guidelines for Annual Local Evaluation - Part B.

Department Committees

A separate committee may be established for each vocational department in area vocational centers and comprehensive high schools. The School Vocational Education Committee may assume the duties of this committee in small schools where such a committee is not feasible.

Suggested Membership:

Supervisor and/or head teacher of department in school (chairman)

All teachers in department

Responsibilities:

Analyze needed data and the Guidelines for Annual Local Evaluation - Part A which were completed by each teacher in the department.

Develop set of recommendations for the department to be given to the School Vocational Education Committee using Guidelines for Annual Local Evaluation - Part B.

Data Requirements for Local Evaluation and Planning

Sound evaluation and planning of vocational offerings which are relevant to the needs of students and to employment opportunities require a variety of data. The following types of data should be thoroughly studied during the process of evaluating the vocational programs.

1. Follow-up of former students by vocational service

2. Description of school population (see suggested catagories below)

Description of School Population	1974*	Present**	Projected	
			1 year	5 years
A. Age*				
(1) 1-5				
(2) 6-15				
(3) 16-19				
(4) Adult				
B. Sex*				
(1) Male				
(2) Female				
C. Ethnic Groups*				
(1) Negro or Black				
(2) White				
(3) Other				
D. Disadvantaged				
(1) Academic				
(2) Economic				
(3) Cultural				
E. Handicapped***				
(1) Deaf				
(2) Blind				
(3) Speech defect				
(4) Crippling condition				
(5) Convulsive seizure				
(6) Mentally retarded				
(7) Emotionally distrubed				

*Data available from Virginia School Census - 1974
**Present actual data or projected data from past data
***Survey made locally for Special Education

3. VERS data applicable to local school division

4. Student needs and interest in vocational education*

5. Attitudinal data from students, parents, and employers

6. Manpower data for area -- present and projected

7. Present philosophy and objectives of the Division School Board pertaining to vocational education.

Most of the above data will be available through the principal's office since the five-year school improvement plan requires these data.

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*Vocational Education Student Demand Projection System (a description of each vocational course available in Virginia and a system to use in determining student interest) is available from the State Division of Vocational Education.

GUIDELINES FOR ANNUAL LOCAL EVALUATION

Summary of Instructions

The forms, Guidelines for Annual Local Evaluation - Part A, Curriculum and Instruction and Part B, Summarization, are included in this booklet.

Part A is to be completed by each vocational teacher.

Part B is to be completed by the Department Committees, the School Vocational Education Committees, and the Division Vocational Education Committee.

Only one evaluation summary report of the school division (Guidelines for Annual Local Evaluation - Part B) will be sent to the Director, Division of Vocational Education, State Department of Education, by July 1. The purpose of this report is to indicate to the Division of Vocational Education that the school divisions are following an organized approach to evaluation and the five-year program improvement plan reflects the recommendations resulting from the evaluation. The report will be used by the Division of Vocational Education to assist the local school divisions in program improvement.

Part A -- Curriculum and Instruction

Detailed Instructions

The Guidelines for Annual Local Evaluation - Part A is to be used by the individual teachers to evaluate their programs. Each vocational teacher in the school division should complete this form and submit a set of recommendations for his or her program to the most specialized committee used for evaluating vocational education in the school division. Individual ratings are to go no further than this committee. It is important to remember that this is an evaluation of the program and not an evaluation of teachers.

One original copy of the form is included in this booklet and a second copy will be provided separately. Complete both copies. You are to keep the copy included in the booklet on file so that you may review the ratings with your administrator and supervisory personnel when appropriate. The separate copy is to be submitted to the Department Committee or School Committee.

The Guidelines have been organized into four sections. Section I includes statements related to Major Goals 1 and 2. Sections II, III, and IV, relate to Major Goals 3, 4, and 5, respectively.

Part A -- Curriculum and Instruction (Continued)

1. Work with one guideline at a time.

   A. Study each guideline and make notes as to what evidence is available or needed to make an evaluation and to substantiate that evaluation.
   B. Collect and analyze needed data (share data to avoid duplication of effort).
   C. Assign each guideline an evaluative rating using the following code:

      M = Major improvement needed - critical weakness or inadequacy exists in meeting the minimum standard for the guideline. Use this rating if a program or service is needed but is not being provided by your department.
      I = Improvement needed - with minor changes the program could be improved to meet the minimum standard for the guideline.
      S = Program meets the minimum standard for the guideline.
      E = Program exceeds the minimum standard for the guideline.
      NA = Not applicable. Use only where the purposes of the program being evaluated differ from the guideline. Do not use this rating if a program or service is needed but is not provided by your department.

2. The ratings are not to be summarized; they are to be used to direct your thinking toward listing: (1) the major strengths and the major weaknesses of your program by Section and (2) your recommendations for program improvement by Section.

3. Develop a set of recommendations using the Guidelines, the listing of the strengths and weaknesses, and other evaluative data for each Section of the Guidelines.

   Recommendations for improvement of the vocational education program should originate with the vocational teachers in a vocational department. It will be helpful if information concerning student needs and employment demands is available to vocational teachers.

GUIDELINES FOR ANNUAL LOCAL EVALUATION

PART A - Curriculum and Instruction

Division: _____

School: _____

Rating Form

Note: "Student" refers to both those in secondary school programs as well as adult programs.

I. ACQUISITION OF SKILLS AND KNOWLEDGE NEEDED FOR INITIAL AND CONTINUING EMPLOYMENT OR SELF-EMPLOYMENT AND COMPETENCIES NEEDED AS CONSUMERS OF GOODS AND SERVICES, FOR HOME AND FAMILY LIVING, AND FOR PERSONAL USE.

	Ratings*
1. The objectives of the program are stated in terms which are measurable.	1._____
2. The program is meeting the needs of those in the following groups who are interested in and need such training:	
A. disadvantaged youth	2.A._____
B. disadvantaged adults	B._____
C. handicapped youth	C._____
D. handicapped adults	D._____
E. secondary youth in regular programs	E._____
F. adults in regular programs	F._____
3. At least seventy-five percent of the students enrolling in the program continue through to completion.	3._____
4. Between seventy-five and ninety percent of the students completing the program or leaving school prior to completion with a marketable skill and available for employment, find employment in the field for which trained or closely related field.	4._____
5. Students preparing for direct entry into an occupation or vocation exhibit a mastery of:	
A. required knowledge and skills	5.A._____
B. necessary communication skills	B._____
C. necessary computational skills	C._____
D. competencies needed as consumers of goods and services	D._____
6. Measurable performance objectives based on the requirements of the occupation or vocation are used in all courses.	6._____

*M = major improvement needed; I = improvement needed; S = program meets minimum standard for guideline; E = program exceeds the minimum standard for the guideline; NA = not applicable.

GUIDELINES FOR ANNUAL LOCAL EVALUATION (Continued) Ratings*

7. Practices and situations found in business and industry are replicated or simulated in the classroom and laboratory. 7._____

8. Individualized instruction is used extensively. 8._____

9. Facilities and resources outside the school environment are used when appropriate to enrich the learning experience. 9._____

10. Cooperative occupational experience under the supervision of the instructor is available to students. 10._____

11. Senior intensified programs are available for those students who at the end of their junior year or beginning of their senior year find that they need special training before they can enter the labor market. (Applicable in some but not all school divisions.) 11._____

12. Various ability levels and learning speeds may be accommodated in the curriculum. 12._____

13. Time is allowed for students to acquire, practice, and apply manipulative skills, technical knowledge, and related subject matter essential to qualify them for employment or homemaking. 13._____

14. Students on cooperative occupational experience and their employers are visited regularly by the instructors who have time assigned in their school schedule for this activity. 14._____

15. Instructors assist students in obtaining part-time employment to improve skills and/or remain in school. 15._____

16. Instructors assist students (secondary and adult) to find full-time employment after completing program. 16._____

17. Equipment, materials and facilities are available to support the multi-media approach to instruction. 17._____

18. Instructional materials are up-to-date and are on the level of the students. 18._____

19. Class size does not exceed recommended maximum enrollments. 19._____

20. The number of students in a class does not exceed the number of complete work stations available. 20._____

21. All tools, equipment, and supplies meet the standards of and are comparable to those used in the occupation or vocation. 21._____

*M = major improvement needed; I = improvement needed; S = program meets minimum standard for guidelines; E = program exceeds the minimum standard for the guideline; NA = not applicable.

GUIDELINES FOR ANNUAL LOCAL EVALUATION (Continued) Ratings*

22. All instructional facilities are of adequate size to provide for safe, orderly, and effective instruction. 22._____

II. PROGRAM CHOICES, CAREER CHOICES AND OPPORTUNITIES FOR EMPLOYMENT

23. The stated goals and objectives of each vocational course are made known to the students before the time of enrollment. 23._____

24. All students have an equal opportunity to select and to enroll in the program and/or courses of their choices. 24._____

25. Students are provided information with which they may confirm or modify their occupational choice early in the program. 25._____

26. Students are provided with career counseling activities that lead to career decision making. 26._____

III. WORK ETHICS, LEADERSHIP ABILITIES AND POSITIVE SELF-IMAGE

27. The curriculum of programs preparing students for direct entry into an occupation or vocation is designed to develop:

A. proper work habits and attitudes 27.A._____
B. pride in workmanship B._____
C. proper personal dress, grooming habits, and decorum C._____
D. understanding of appropriate employer-employee relationships. D._____
E. understanding of appropriate employee-employee relationships. E._____
F. knowledge of personal and business ethics. F._____
G. understanding of appropriate public relations. G._____
H. habits of good health and safety practices. H._____

28. Vocational Education organizations for both youth and/or adults are an integral part of the curriculum. 28._____

IV. ANCILLARY ACTIVITIES: RESEARCH, INSTRUCTIONAL IMPROVEMENT, ADVISORY COMMITTEES

29. Advisory Committees or community groups assist in developing and support the total plan for the preparation of students in the occupation(s) or vocation(s) being taught. 29._____

30. New instructional methods are tried in an effort to increase the efficiency of learning. 30._____

---

*M = major improvement needed; I = improvement needed; S = program meets minimum standard for guideline; E = program exceeds the minimum standard for the guideline; NA = not applicable.

GUIDELINES FOR ANNUAL LOCAL EVALUATION (Continued) **Ratings***

31. The following factors provide a guide to the relevancy and extent to which the objectives of the program are being met:

A.	Former students express a high degree of satisfaction with the program.	31.A._____
B.	Former students express a high degree of satisfaction with their present job.	B._____
C.	Employers express a high degree of satisfaction with former students in their employ.	C._____
D.	Students have positive attitudes toward the program.	D._____
E.	Parents have positive attitudes toward the program.	E._____
F.	Employers have positive attitudes toward the program.	F._____
G.	School administrators have positive attitudes toward the program.	G._____

The above ratings were based on: 1._____ actual studies
(Check those which apply) 2._____ informal observations

32. Research or development projects have been undertaken to improve:

A.	program offerings	32.A._____
B.	course content	B._____
C.	program outcomes	C._____
D.	data base for evaluation	D._____

FORMAT FOR REPORTING STRENGTHS, WEAKNESSES, AND RECOMMENDATIONS

Follow the format shown below in submitting the report on separate sheet(s) of paper and attach to this form.

List major strengths by Sections: Use items rated as "E" as guides, but do not limit the list to those items.

Section I: Skills, Knowledge and Competencies
Section II: Choices and Employment Opportunities
Section III: Work Ethics, Leadership Abilities and Self-Image
Section IV: Ancillary Activities

List major weaknesses by Sections: Use items rated "M" or "I" as guides, but do not limit the list to those items.

Section I: Skills, Knowledge and Competencies
Section II: Choices and Employment Opportunities
Section III: Work Ethics, Leadership Abilities and Self-Image
Section IV: Ancillary Activities

Recommendations for Improvement by Sections:

Section I: Skills, Knowledge and Competencies
Section II: Choices and Employment Opportunities
Section III: Work Ethics, Leadership Abilities and Self-Image
Section IV: Ancillary Activities

GUIDELINES FOR ANNUAL LOCAL EVALUATION

Part B - Summarization

Instructions

Part B, Section 1, is to be used by the Department Committees, School Vocational Education Committees and the Division Vocational Education Committee. The Division Committee is to use this form to make its final recommendations to the Division of Vocational Education, State Department of Education, and the Division Superintendent.

The recommendations made by each Department Committee in a school are passed to the School Vocational Education Committee for study and consolidation into a set of recommendations for that particular school. (If the School Vocational Education Committee is the only committee to function in a school, each vocational teacher should complete a copy of the Guidelines for Annual Local Evaluation - Part A for his or her program and submit it to the School Vocational Education Committee.) The School Vocational Education Committee's recommendations, using Guidelines for Annual Local Evaluation - Part B, Section 1, are given to the Division Vocational Education Committee.

The Division Committee, using Guidelines for Annual Local Evaluation, Part B, Section 1, develops the recommendations for improving vocational education in the school division. In the larger school divisions, the final report of recommendations, where practical, should contain a sub-report for each program area. These reports will be very helpful to the state supervisory staff in providing assistance to the program area and the school division in the future.

Part B, Section 2, is also completed by the Division Committee. Section 2 provides a means of indicating the progress made toward the achievement of the school division's measurable objectives listed in the 1975-76 Five-Year Vocational Education Improvement Plan.

The Division Committee will submit two sets of the recommendations (Section 1) with the recommendations from each school attached and the assessment of the objectives (Section 2), to the division superintendent or his designee. One set of the division's recommendations -- do not include recommendations from local schools -- is signed and sent along with a copy of the assessment to the Director, Division of Vocational Education, State Department of Education, by July 1. Copies of the division's approved recommendations should be distributed to all vocational teacher.

The results of the recommendations should be reflected as objectives in the update of the Five-Year Program Improvement Plan due the following January 15, in the Division of Vocational Education, State Department of Education.

GUIDELINES FOR ANNUAL LOCAL EVALUATION - PART B (Continued)

Procedure

I. Make your reports on additional sheets of paper as follows:

1. If Department Committee:
   A. Make original to be sent to the School Vocational Education Committee and one copy for the committee file.
   B. Indicate department, school and division name.

2. If School Vocational Education Committee:
   A. Make original to be sent to the Division Vocational Education Committee and one copy for the committee file.
   B. Indicate school name and division name.

3. If Division Vocational Education Committee:
   A. Make copies to be sent to the Division Superintendent and the Division of Vocational Education, State Department of Education, and for the committee file.
   B. Indicate the school division name.

4. In the larger school divisions the final report of recommendations, where practical, should contain a sub-report for each program area. These reports will be very helpful to the state supervisory staff in providing assistance to the program area and the school division in the future.

II. Include in your reports the following:

1. Summarize the major strengths of vocational education as offered in the department, school or school division.

2. Summarize the major weaknesses of vocational education as offered in the department, school or school division.

3. List and describe the committee's recommendations for improving vocational education in the department, school or school division. The recommendations, with data based upon the evaluation, should be organized into four sections:

   Section I: Skills, Knowledge and Competencies
   Section II: Choices and Employment Opportunities
   Section III: Work Ethics, Leadership Abilities and Self-Image
   Section IV: Ancillary Activities

GUIDELINES FOR ANNUAL LOCAL EVALUATION - PART B (Continued)

Format:

PART B - SUMMARIZATION
SECTION 1 - EVALUATION SUMMARY

This report is for: (indicate Department, School or Division Committee).

List major strengths by Sections: (Department Committee should use items rated as "E" as guides, but not limit list to those items. School and Division Committees should summarize major strengths using available information).

Section I: Skills, Knowledge and Competencies
Section II: Choices and Employment Opportunities
Section III: Work Ethics, Leadership Abilities and Self-Image
Section IV: Ancillary Activities

List major weaknesses by Sections: (Department Committee should use items rates as "M" or "I" as guides, but not limit list to those items. School and Division Committees should summarize major weaknesses using available information).

Section I: Skills, Knowledge and Competencies
Section II: Choices and Employment Opportunities
Section III: Work Ethics, Leadership Abilities and Self-Image
Section IV: Ancillary Activities

Recommendations for Improvement by Sections:

Section I: Skills, Knowledge and Competencies
Section II: Choices and Employment Opportunities
Section III: Work Ethics, Leadership Abilities and Self-Image
Section IV: Ancillary Activities

(For Division report only)

Signed_____
Division Superintendent

Date_____

_____
Local Director of Vocational Education

Attach Section 1 - Evaluation Summary for School Division to Section 2 - Assessment of Progress and submit both to State Department of Education, Division of Vocational Education.

CE 009 010

SECTION 2 (Division Committee Only)

ASSESSMENT (Progress Made Toward Objectives) - January to June

Evaluate the progress made toward or the achievement of the school division's measurable objectives listed in the 1975-76 Five-Year Vocational Education Improvement Plan, using the following notations: 5 = Exceeded; 4 = Achieved; 3 = Partially Met; 2 = Little Done; 1 = No Action. Use the wide column for comments concerning the progress made.

OBJECTIVE NUMBER	PROGRESS MADE TOWARD ACHIEVEMENT		DATE OF EVALUATION
	LEVEL (5,4,3,2,1)	COMMENTS	

Use additional pages if necessary.